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English. Cf. Cat. 4. 6 manavit non solum per Italiam, verum etiam transcendit Alpis, et obscure serpens multas iam provincias occupavit[1]. If the series is negative, the order should of course be reversed.

(6) Emphatic words are often to be thrown into relief by interposing less important words between. Such are the enclitics *quidem* and *quis,* the forms of *esse* (cf. the enclitic forms in Greek) and the indefinite pronouns generally. Cf. Milo 4 *timorem, si* quem *habetis,* DEPONITE; Cat. 4. 6, *Huic* si PAUCOS putatis *adfines* esse, *vehementer* ERRATIS.

(7) But when all is said that can be said about the laws of arrangement in Latin, we shall not be prepared to hem our pupils in by hard and fast lines. Position alone does not determine emphasis, simply because emphasis alone did not determine position. So many elements were involved, individual taste and preference counted for so much, that if the same Greek paragraph had been assigned to Cicero, Sallust, Caesar, Varro and Atticus to be translated into Latin, we may be sure that no two would have adopted the same order, any more than an equal number of literary men would today in rendering German into English. Really the natural succession of ideas is much the same in Latin as in our own tongue. Cicero said to the people, using the plain style, "First we showed Cethegus a seal: he recognized (it). *We* the thread cut: we read. It was written in his own hand to the Allobroges's senate and people, that he, what to their representatives he had promised, would do; he prayed that likewise they would do what upon themselves their representatives had taken". Again, "Then I showed tablets to Lentulus, and asked whether he recognized the seal. He nodded. 'It is verily,' I said, 'a known indeed seal, the likeness of grandfather your, a most illustrious man, who loved in a singular degree country and citizens his; which indeed ought to have withheld you from so great wickedness even mute". In the last clause the predicate *revocare debuit* is final, otherwise the English is made to follow the Latin order. Probably few teachers of elementary composition the country over would accept a Latin exercise arranged so nearly like English. Finally we should in any case make it clear to our pupils that a Latin sentence of any considerable length has its low levels separating the heights of emphasis. It is not a toboggan slide nor a causeway, but a range of hills, a succession of eminences, severed not by impassable gorges, but by gentle and agreeable depressions, and rising higher and ever higher, till at the end we stand on a summit from which we can survey the whole route by which we ascended, and look far out upon what lies beyond. Or, if we look at such a composition from a distance, as with the eye of an artist, the sky-line is agreeably broken and we feel that we should like to transfer to our own canvas that which seems to be beautified with the inimitable grace and negligence of Nature herself.

JOHN GREENE
COLGATE UNIVERSITY.

[1] The attentive reader will note the lack of energetic meaning in *manavit;* also that its position next to *malum* (see context) insures perspicuity; *transcendit* is vigorous but yields to the still more vigorous *Alpis;* while the most ominous assertion stands last and concludes with a dichoreus.

REVIEW

Caesar's Gallic War. By Walter B. Gunnison and Walter S. Harley. New York: Silver, Burdett and Co. (1907). Pp. xxxvi + 460 (plates and maps). $1.25.

Caesar's Gallic War, by Messrs. Gunnison and Harley, appears with its neat red cover and decoration of eagle and fasces, to be but another member of the large family we already know. But a glance at the preface tends to dispel such an idea, for it explains how the authors, after experience of their own, have ventured on an experiment that is likely to prove interesting. With compassion for the children seen staggering daily to and from school under Latin grammar, prose book and Caesar, they have conceived the idea of compressing into one book all the material necessary for the second year of Latin. This effort surely ought to win the gratitude not only of the wise school boards that request children to carry books under the right arm on odd days of the month, and under the left arm on even days, to prevent warping and twisting their spinal columns, but also of the children themselves who must be weary of their burdens. The economy, too, would be appreciated by many families; and the convenience of having all the material easily placed for reference would mean a great saving of time to pupils who have at best in second year Latin about all they can do.

The text of the book comprises the Gallic War, Books I-IV, and the equivalent of a fifth book made up of selections taken from the most interesting parts of Books V, VI, and VII, to be used either by bright classes that have finished the required work (alas! how few they are!), or for sight reading. This extra book would afford an opportunity for teachers who would like to substitute some of the interesting material of the later books for the less vital parts of the first four.

The notes are clear and concise with references to the Grammatical Appendix following. The typography here is especially good. Chapters are separated and numbered by Arabic numerals and the numbers of the lines referred to, arranged in a column on the left, easily catch the eye; the long passages of indirect discourse are reproduced in direct form with verbs in heavier type, and there are references to and quotations from Holmes, Dodge, Fowler, Froude and Plutarch, which tend to sustain interest.

The Grammatical Appendix includes twenty-six pages of tabulated forms and thirty-seven of syntax, the latter having, under each head, references to six grammars commonly used. The principles are for the most part clearly and briefly stated, and are illustrated by examples taken from Caesar; but the typography does not present the material clearly to the eye, and there is perhaps more material than is really needed for second year work.

The thirty-four prose lessons comprise two exercises each, the first exercise consisting of the grammatical principles set forth in the references and notes of the lesson immediately concerned and a review of the principles already considered, the second serving as supplementary to the first, particularly as review. Exercise I of each lesson, regarded as the minimum requirement, has purposely been made short in order that the work may always be completed in one recitation period. Emphasis has been laid on the ablative absolute and indirect discourse, these subjects being introduced early and continued late. The sentences are short, but it might be questioned whether a few more examples and an additional meaning or two for the words in the vocabularies might not have rendered unnecessary the numerous bracketed suggestions in many of the sentences, and thus have given the pupil a chance to think for himself instead of becoming too dependent upon helps.

There is the usual introduction, and the book has eleven full-page illustrations — four colored — including especially good ones of a Roman camp and the construction of an *agger*. There are, besides, ten maps and battle-plans. The general vocabulary gives the pronunciation of proper names and the full forms of the principal parts of verbs.

While one hesitates to say that he approves of a book until he has used it, this one, for the reasons mentioned above, would seem at least worth a trial.

GIRLS' LATIN SCHOOL, Baltimore MARY E. HARWOOD

CORRESPONDENCE

The Classical Association of Pittsburgh and vicinity was honored on April the third by a visit from Dr. Charles Knapp. The Archaeological Society met with the Association to hear Dr. Knapp's lecture on The Roman Theater. This was a very instructive lecture. It is encouraging to hear such men as Dr. Knapp speak words of appreciation with reference to the study of Greek.

The last regular meeting of the Association was held on May 9, in the Fort Pitt Hotel. Dr. Riddle, of the Western Theological Seminary, addressed the Association. His subject was Dost Thou Know Greek? He said that in the days of Paul the Apostle any man who gave a negative answer to this question was considered a barbarian. It is Dr. Riddle's opinion that this is the proper way to classify men to-day. He deplores the commonplace attitude of so many who are concerned with the serious problems of education. The address bristled with wit and wisdom, commending to all who wish to possess a liberal culture an appreciative knowledge of Greek. This address was followed by a delightful luncheon at which Latin songs were sung and bright toasts given.

Prof. J. B. Hench, of Shadyside Academy, Pittsburgh, gave an interesting report of the meeting of The Classical Association of the Atlantic States, which met in Washington, D. C., April 24-25.

This closed the first year of the Classical Association of Pittsburgh and Vicinity. Its members are looking with pleasure to the work of the coming year.

ANNA PETTY, *Secretary*

THE FIRE AT JOHNS HOPKINS UNIVERSITY

In view of the inaccurate and exaggerated reports of the recent fire which did some damage at the Johns Hopkins University, I have been asked by the editors of THE CLASSICAL WEEKLY to state the facts in so far as they concern the classical departments.

The blaze started on the fourth floor of McCoy Hall in the stack-room, and with the exception of a large loft above, which was somewhat scorched, the fire was confined to that room. Here were stored recent issues of the journals, the later parts of continued works such as Roscher's Lexicon and the Thesaurus Linguae Latinae, new accessions, and, in general, such books and pamphlets as were waiting to be bound and catalogued. But even here the loss was less than might be expected; for during the summer the library staff had bound, catalogued, and removed to its permanent place every volume which was complete and ready to be bound, so that the damage, looked at from the classical point of view, consists in the temporary lack of a few books and journals which can easily be replaced. A fortunate circumstance is that the main classical order of the year was later than usual in coming in and, though received before the fire occurred, was still unopened in the basement.

Far greater than the direct loss from the fire was the damage caused by water in the Classical Library, which is on the third floor and directly under the stack-room. Streams of water flowed down the walls and over the cases until hundreds of books were injured more or less. In few instances, however, were volumes so soaked as to be useless; as a rule, the injury can be fully repaired by the bookbinder. As far as the archaeological collection is concerned, nothing was harmed except the exterior finish of showcases, which was tarnished by smoke and water, and one Roman amphora, which was knocked over and broken in the excitement. All things considered, a fire could scarcely have done less damage than this did; and with repairs imme-